A systematic approach to CTE program design, implementation, and evaluation

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Today’s Agenda

➢ The Perkin’s Legislation
   ◆ The Local Plan
   ◆ Key Components from the Local Plan for CTE program design
   ◆ Relevance of Required and Permissive Use of Funds on CTE program planning.

➢ The related TEA Program Guidelines for Perkin’s and CTE

As a Recipient of Perkin’s funds – School Districts are required to submit a Local Plan.

➢ The Local Plan provides a structure for a school district to describe how it will meet the requirements of the Perkin’s Legislation.

➢ Your Local Plan is part of your Annual Perkin’s Application.
Local Plan Questions (Pages 1-3)

1. How will your CTE Programs be carried Out?
2. How will your CTE Activities meet State and Local Performance Goals?
3(A). Do you offer courses that correspond to Programs of Study? Texas=3, Feds=1
3(B). Are your CTE Programs designed to improve Academic as well as Technical Skills?
3(C). Does the district provide students with strong experience and understanding of All aspects of an industry?
3(D). How do you ensure that students who participate in your CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

Local Plan Questions (continued)

3(E). In what ways do you encourage CTE students to enroll in rigorous and challenging core academic subjects?
4. Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).
5. Describe how "stakeholders" are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.

Local Plan Questions (continued)

6. How do you assure that your CTE programs are of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs?
7. Describe the process that will be used to evaluate and continuously improve your performance.
8(A). Describe how you review CTE programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations.
8(B). Describe how you provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.
Local Plan Questions

8(C). Describe how you provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

9. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

10. Describe how funds will be used to promote preparation for non-traditional fields.

11. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities

12. describe efforts to improve—

"(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

"(B) the transition to teaching from business and industry.

The questions that we just reviewed came from the Perkin’s Legislation.

These questions are the basis of the Local Plan section of your annual Perkin’s Application.

Some of these Questions constitute REQUIREMENTS for the Use of Perkin’s Funds
20 USC 2355. "SEC. 135. LOCAL USES OF FUNDS. (Page 3)"

"(b) REQUIREMENTS FOR USES OF FUNDS.

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A).
(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.

(4) develop, improve, or expand the use of technology in career and technical education, which may include—

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

(5)(A) in-service and preservice training on—

- (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
- (ii) effective teaching skills based on research that includes promising practices;
- (iii) effective practices to improve parental and community involvement; and
- (iv) effective use of scientifically based research and data to improve instruction;
(5)(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

(5)(C) internship programs that provide relevant business experience; and

(5)(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction.

(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.

(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.
(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Let’s Review

The Perkin’s Legislation REQUIRES us to develop and implement a LOCAL PLAN

The Perkin’s Legislation involves NINE Requirements in order to use Perkin’s Funds.

As a recipient of Perkin’s funds

Does our school district have a system in place to effectively develop, implement and evaluate the programs, services, and activities associated with the questions in the Local Plan?
Does our school district have a system in place to effectively develop, implement, and evaluate programs, services, and activities associated with the requirements for the USE of Perkin’s Funds?

Do you need a break…?

Where do the Local Plan and the Requirements for the Use of Funds come together?

The Annual Perkin’s Application in “E-Grants”
Do You Remember these?

Local Plan

3(A). Do you offer courses that correspond to Programs of Study?

Texas=3, Feds=1

3(B). Are your CTE Programs designed to improve Academic as well as Technical Skills?

Requirements for Uses of Funds

1. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses.

To be eligible for CTE contact hour funding, your district must offer three or more programs of study in at least three different clusters.
Questions 3B, 3D, 3E, and 4 of the Local Plan address the district’s activities related to advancing the academic skills of CTE students and/or integration of academic and technical skills.

Numbers 1, 5, and 5A of the Requirements for Use of Funds are related to activities that support advancement of academic skills and/or integration of academic and technical skills.

With the emphasis upon academic skills in the Local Plan as well as the Requirements for use of funds—

What Planning, Implementation, and Evaluation activities do we have in place at our district that demonstrates our activities are consistent with the intent of the Perkin’s Legislation?

Does the School District have an Effective Integration Plan?

Who’s Involved?

- Math Teachers
- Business Teachers
- Agriculture Teachers
- English Teachers
- Administrators
- Science Teachers
- Family & Consumer Science Teachers
- Curriculum Staff
- Special Education
Methods of Integration

- Academic and CTE teachers collaborate in the development, revision, and utilization of curriculum and Instructional materials.

- Both Academic curriculum and CTE curriculum have been aligned and linked by using more practical applications in academic area courses and more academic skills in CTE courses.

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Methods of Integration

- Academic competencies in basic and higher-order skills have been identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application.

- Academic and CTE teachers participate in professional development activities, including business and industry training.

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Describe the steps that will be taken to ensure that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.

Team # 2
Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Team # 3
Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).

As you work on this activity. Think in terms of “evidence” that demonstrates your district’s responsiveness to these questions.

Activities
Programs and Services
Policies
Staff Development
Information Delivery Systems
Supportive Documents

Let’s Look at another area.

Advisory Councils
"(5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;

"(c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—

"(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
Do any of the following statements apply to your district?

I believe the Agriculture Program Has an Advisory Committee

What’s an Advisory Council?

We occasionally talk with stakeholders but have no formal meetings.

OR

Our District has an Organized Advisory Council with representation from multiple stakeholders. Meetings are conducted at least twice a year with an agenda, attendance, and minutes being documented and maintained for each meeting.

What are some of the considerations to developing and implementing an Advisory Council? Are there resources to Help?

- Preliminary Steps in Establishing an Advisory Committee
- Goals, Objectives & Activities of an Advisory Committee
- Organization & Operation of an Advisory Committee
- Policies & Procedures for the Advisory Committee

Resources for Developing and Maintaining A CTE Advisory Council

http://wetest.k12.ar.us/

http://www.seattleschools.org/area/cte/advisoryboard.xml.

http://www.doe.mass.edu/cte/resources/acguide.pdf

http://www.coloradostateplan.com/CTE/AdvisoryCommitteeHandbook7-08.pdf

Arkansas—See “How To Guide, CTE Advisory Committees” link on top right side of the page.
Don’t Forget the other Local Plan questions

- provide students with strong experience in, and understanding of, all aspects of an industry
- provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;
- review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
- provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
- describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;
- describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
### Program Effectiveness Report – Tech Prep/ATC

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CTU Tech Prep program includes an initiative for promoting success, retention, and student engagement.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The CTU Tech Prep program encourages and supports collaboration among postsecondary education institutions and transportation industry partners.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The CTU is a member of the Association of Career and Technical Education (ACTE) National Research Network (NRN)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The CTU is dedicated to providing high-quality educational programs to students in the transportation industry</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The CTU has strategies for promoting student success and workforce readiness among participants in Tech Prep programs</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

### Program Effectiveness Report – Special Populations

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CTU uses multiple methods, including its accountability plan, to ensure that all students are engaged and supported, and that the results of special populations in CTE are measured and reported.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The CTU uses multiple strategies, including performance improvement, to measure and analyze the results of special populations in CTE.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The CTU has strategies for ensuring that special populations are supported in their academic and career development.</td>
<td>No</td>
<td></td>
</tr>
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<td>The CTU has strategies for ensuring that special populations are supported in their academic and career development.</td>
<td>No</td>
<td></td>
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<tr>
<td>The CTU uses strategies to enhance the performance of CTE special populations in terms of student engagement.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The CTU has strategies for promoting student success and workforce readiness among participants in Tech Prep programs.</td>
<td>No</td>
<td></td>
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### Program Effectiveness Report – Program Access

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<th>Evidence</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the beginning of each school year, the CTU assesses student progress and performance, and the general public, that all opportunities in CTE programs are available without regard to race, color, national origin, gender, or disability.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>A statement of nondiscrimination is included in publications and other materials that are distributed to students, applicants, and employees.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>The CTU has strategies to ensure that all students, including those with disabilities, are able to enroll in CTE programs and receive equitable educational opportunities.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The CTU has strategies to ensure that the results of special populations in CTE are measured and reported.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The CTU has strategies to ensure that special populations are supported in their academic and career development.</td>
<td>No</td>
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**Program Effectiveness Report – Fiscal Management**

<table>
<thead>
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<th>Indicator</th>
<th>Target</th>
<th>Achieved</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The LEA maintains financial records and corresponding financial reports with other funding sources and properly reports CTE program implementation and expenditures.</td>
<td>Yes</td>
<td>Yes</td>
<td>Evidence 1</td>
</tr>
<tr>
<td>2. The LEA has a method to ensure that expenditures on equipment and supplies are for CTE programs, not for postsecondary education.</td>
<td>Yes</td>
<td>No</td>
<td>Evidence 2</td>
</tr>
<tr>
<td>3. The LEA has a validated method to ensure the accuracy of financial data and other financial reports.</td>
<td>Yes</td>
<td>Yes</td>
<td>Evidence 3</td>
</tr>
<tr>
<td>4. The LEA has a method to ensure the accuracy of financial data and other financial reports.</td>
<td>Yes</td>
<td>Yes</td>
<td>Evidence 4</td>
</tr>
<tr>
<td>5. The LEA has a method to ensure the accuracy of financial data and other financial reports.</td>
<td>Yes</td>
<td>Yes</td>
<td>Evidence 5</td>
</tr>
<tr>
<td>6. The LEA has a method to ensure the accuracy of financial data and other financial reports.</td>
<td>Yes</td>
<td>Yes</td>
<td>Evidence 6</td>
</tr>
<tr>
<td>7. The LEA has a method to ensure the accuracy of financial data and other financial reports.</td>
<td>Yes</td>
<td>Yes</td>
<td>Evidence 7</td>
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**eGrants**

**Application Guidelines**

**Part 2: Program Guidelines and Use of Funds**

**Title I, Part C, Carl D. Perkins Grant Application**

**2009–2010 School Year**

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**Eligibility and Technical Assistance Page 8 of 52**

**Eligible Applicants**

To be eligible for Perkins funding, your organization must currently operate CTE programs in Texas that are of sufficient size, scope, and quality to be effective. Eligible recipients will be identified by the LEA. Eligible recipients are local educational agencies (LEAs), including open enrollment charter schools. State and local education agencies and other public education entities may apply on behalf of and in coordination with an LEA. Each eligible recipient that receives a grant shall use such funds to develop new and improve existing CTE programs, with the full participation of individuals who are members of special populations.

Eligible applicants that meet or exceed the state level of performance for at least four out of five performance measures on Schedule PDD350—Accountability (A1, A2, A3, A4, and A5) are eligible for an additional allocation to the district.

Eligible recipients whose grant allotment is equal to or greater than $15,000 must file an application to receive Federal funds. An eligible recipient whose grant allotment is less than $15,000 may still participate in the grant allotment by forming a shared services arrangement (SSA) with other LEAs to meet the minimum grant requirement of $15,000. See Shared Services Arrangements. Independent school districts must also join an SSA to apply for Perkins funding if they enroll fewer than ten students in collocated CTE courses. Charter schools must join an SSA to apply for Perkins funding if they enroll fewer than five students in a collocated sequence of CTE courses. This requirement applies even if the LEA is eligible for a Perkins education equal to or greater than $15,000. A district may receive a waiver as a rural, sparsely populated area or as a charter school that is not able to join an SSA.
The information shared and discussed in today’s session is intended to serve as a structure in developing a systematic approach to CTE program development, implementation and evaluation in your district.
As you return to your respective districts, keep in mind each of the components discussed today: The Local Plan, Requirements for the use of Funds, The Program Effectiveness Report, and the Perkin’s Application Guide.

Use these Documents and Resources as the tools to drive your Career and Technical Education program development and improvement!

Questions?

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